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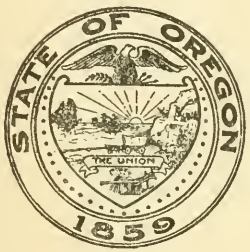
Circular of Information Relative to the Certificate Laws of Oregon



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THE CERTIFICATE LAWS OF OREGON

(Published by authority of Subdivision 6, Section 3946, L. O. L.)

Inasmuch as an attempt is being made to change the certificate laws of Oregon, so that graduates of colleges will be authorized to teach in the elementary schools without having had special training for such work, and also to require the University of Oregon and Oregon Agricultural College to train teachers for elementary work, this circular is issued to give to members of the legislature and to school officers, definite information on this subject.

In November, 1910, the United States Bureau of Education called a conference of college presidents, normal school presidents and state school superintendents to consider the matter of adopting some uniform standards for teachers' certificates. A body of resolutions defining such standards were adopted. The Oregon legislature met the following January (1911), and enacted a certificate law based upon these resolutions. The bill was most carefully considered by the committees on education from the Senate and the House, which met in joint session and summoned before them the college presidents and other leading educators of Oregon.

The law is based upon the principle that a teacher should receive preparation for the work she wishes to do. Those who complete a standard normal school are granted certificates to teach in the elementary schools. Those who complete a course in a standard university or college, including fifteen semester hours in the Department of Education, are granted certificates to teach in the high schools only. Those who wish to teach special subjects, such as manual training or domestic science, must be prepared in standard schools offering such courses, and the examination method is offered to all who are unable to complete their college courses.

The colleges and universities of highest rank throughout the United States have departments of education. With very few exceptions, as will be seen by the letters quoted below, these departments of education train students for teaching in high school or for administrative work, leaving the work of training for teaching in the elementary grades entirely to the normal schools. As pointed out in the letter of Dr. A. A. Cleveland, head of the department of education of the State College of Washington, practically all of the state universities follow this plan, excepting those of two states which do not yet have their systems of education fully developed.

In December, 1918, we sent to the leading universities and colleges the following questionnaire:

1. Is your department of education devoted exclusively to the training of those who are preparing to be high school teachers?

2. If not, what other training is offered?

3. Do you have a normal department which trains for elementary work?

4. If so, do you offer practice teaching in all of the eight elementary grades?

5. Kindly state whether, in your opinion, the colleges and universities should conduct a normal department, preparing teachers for the elementary grades, with reasons for your views on the subject.

At this time 122 replies have been received. Of these, 110 do not have normal departments, nor do they offer to train teachers for the elementary schools. Six do offer such training; four offer courses in pedagogy, but do not have practice teaching; and one trains for rural work.

In a circular addressed to the members of the legislature, the statement is made that "All over the country, everywhere, the state universities and colleges are educating grade teachers, while not a dozen normal schools have been built in the last twenty years."

The latest published report of the United States Commission of Education, page 446, Vol. II, 1917, shows that during the twenty-five-year period closing 1916, the number of public normal schools throughout the United States increased from 131 to 234, or an increase of 79 per cent. The number of students attending normal schools increased from 31,792 to 104,714, an increase of 221 per cent. The number of normal graduates increased from 5,060 to 23,437, an increase of 365 per cent. As to that part of the statement alleging that the state universities and colleges are educating grade teachers, the letters published below show that the leading colleges and universities throughout the United States are unalterably opposed to this idea.

JOHNS HOPKINS UNIVERSITY, BALTIMORE, MARYLAND

We do not believe that the higher institutions should conduct normal departments preparing teachers for the elementary grades. We have one member of our faculty ranking as 'Associate in Education,' whose special field is elementary education. The work which is done at the University, however, *presupposes* the normal school training, as well as some experience in teaching.

In our opinion, your certificate law is educationally sound and in line with the best known practice, and it would be a great misfortune to break down your standards in the reconstruction which is under way. Our states should do everything possible to maintain the requirement of specialized training in the two fields of instruction.

(Signed) EDWARD F. BUCHNER,
Director, College Courses for Teachers.

UNIVERSITY OF MICHIGAN

I think you were quite right in your differentiation between the preparation of high school teachers and the preparation of elementary teachers, and that it will be an unfortunate day for education when that differentiation is broken down. As stated in the questionnaire, we do believe that every university should have a training school, and that this

training school should have an elementary department for the training of superintendents, supervisors, principals of county normal schools, etc., but in no sense for the preparation of grade teachers. In other words, the leaders should be prepared by the universities.

In stating this, I desire to call attention to the fact that the great mass of our supervisors and county normal principals, and a good percentage of our superintendents are graduates of normal schools before they come to us, and that we simply conduct the more scientific lines of preparation.

(Signed) A. S. WHITNEY,
Department of Education.

WILLIAMS COLLEGE, MASSACHUSETTS

It does not seem to be the proper function of colleges and universities to conduct normal departments to prepare teachers for the elementary grades. This can be much better done by normal schools, which are founded and equipped for that end.

(Signed) HENRY D. WILD,
Chairman of Faculty.

UNIVERSITY OF THE STATE OF NEW YORK

College graduates are not legally qualified to contract to teach in the elementary schools of cities or villages in this State. College graduates who complete an approved course in education, copy of which is enclosed herewith, are certified to teach in the high schools only.

You are rendering a service to the schools of your State in opposing the effort now being made to require you to certify college graduates for teaching in the elementary grades. College graduates should not be permitted to teach in the grades until they have had the required amount of professional training for that work.

(Signed) THOMAS E. FINEGAN,
Deputy Commissioner of Education and Assistant Commissioner for Elementary Education.

UNIVERSITY OF OREGON, EUGENE

I do not think that the colleges and universities should conduct a normal department preparing teachers for the elementary grades, as this work is best done in well organized normal schools. The experience of the other states and of the European countries has shown that the preparation of teachers for the elementary grades is a work peculiar to itself, which calls for high specialization and for intensive interest. The well established practice of the country is to limit the training of elementary teachers to the normal schools. There are a few exceptions to this rule, but the universities which do maintain large training departments for elementary teachers have as a rule very large endowments, and can afford to maintain their training schools on a very liberal basis. They are in effect separate schools, although situated on or near the university campus.

(Signed) P. L. CAMPBELL,
President University of Oregon.

WHITMAN COLLEGE, WASHINGTON

The colleges and universities should not conduct a normal department because—

1. That is the province of normal schools.
2. Special (normal) schools will do it better.
3. It is a waste of money and effort.
4. It would lower the tone of the universities.
5. It makes the colleges and universities rivals of the normal schools—a dangerous feature.

I thoroughly believe in the Oregon certificate law.

(Signed) STEPHEN B. L. PENROSE,
President.

OREGON AGRICULTURAL COLLEGE

My position upon the question of training teachers has not changed since the last session of the Legislature. Instead of appropriating money to the higher institutions for elementary work, it is my judgment that the better plan would be for the state to provide adequate facilities for the training of elementary school teachers in the normal schools.

(Signed) W. J. KERR,
President.

WILLAMETTE UNIVERSITY, OREGON

I do not think that a college or university should conduct a normal department preparing teachers for the elementary grades. To do so would divide the purpose and resources of the college, would probably lower college standards and introduce elements of confusion and weakness.

(Signed) CARL G. DONEY,
President.

HARVARD UNIVERSITY, MASSACHUSETTS

The colleges and universitites should not, in our opinion, conduct normal departments for the preparation of teachers for the elementary grades. This work is already being well done by normal schools. Teachers of the elementary grades need not be college graduates, and the study of education in colleges and universities should be chiefly graduate work.

(Signed) HENRY W. HOLMES,
Chairman Division of Education.

UNIVERSITY OF VERMONT

College students so rarely desire work in the elementary schools that it seems to me undesirable to offer courses for elementary teachers, except in institutions maintaining an independent teachers' college in which the normal school type of work is done.

I understand that your present certificate law provides that certificates be granted for high schools to those college graduates who have had the teacher training course, and that you grant elementary certificates to graduates of normal schools. It seems to me that that is exactly as it should be.

(Signed) J. F. MESSENGER,
Professor of Education.

STATE AGRICULTURAL COLLEGE, FORT COLLINS, COLORADO

It seems to me that your state certification law is a very good one, and I earnestly trust that Oregon will not lower her educational and training standard for teachers. Our experience in Colorado convinces me that elementary teachers can best be trained in our normal schools; that this field can not be successfully worked by our colleges and universities. On the other hand, I am equally convinced that secondary school teachers can best be trained in colleges and universities, but that these require, in order to get satisfactory results, a training school for student teachers. Our experience in teaching has not been satisfactory.

(Signed) CHARLES A. LORY,
President.

DE PAUW UNIVERISTY, INDIANA

Your law, in my judgment, is a good one. Any lowering of the standard for teachers' certificates will inevitably be detrimental to the work of the elementary and secondary schools.

(Signed) GEORGE R. GROSE,
President.

UNIVERSITY OF MINNESOTA

The college of education of the University of Minnesota, in conference with normal school presidents and other state educators, has repeatedly gone on record as believing that the universities should confine themselves largely to the preparation of superintendents, high school teachers and educational specialists. We do not contemplate preparing teachers for the elementary grades.

(Signed) P. M. SWIFT,
Executive Secretary of the College of Education.

STATE COLLEGE OF WASHINGTON, PULLMAN

We feel that your standard is a fair one, and not too high nor too exacting to meet the needs of your schools. Our state law is very similar to yours, with the exception I believe that we require twelve hours of education for a certificate to teach in a secondary school. This certificate, however, is not valid in an elementary school. In other words, we recognize two distinct types of training, the one for elementary school teachers, and the other for secondary school teachers.

(Signed) A. A. CLEVELAND,
Dean School of Education.

UNIVERSITY OF DENVER

During my term of service as Governor of Colorado, I sent out a questionnaire in which I asked the opinion of all the superintendents of schools and all of the high school principals in the state on the subject of a proper training for high school teachers and a proper training for grade teachers. All the superintendents and all the principals (excepting two) made answer that the colleges should train teachers for high school service and the normal schools should train teachers for service in the grade schools.

It would be a calamity if so progressive a state as Oregon should cease to recognize that the college is the proper place to train teachers for high school and normal school the proper place to train teachers for grade service.

(Signed) HENRY A. BUCHTEL,
Chancellor.

UNIVERSITY OF WISCONSIN

Training for the elementary grades involves work of such a different kind from that given in universities that it can not profitably be combined with university study.

(Signed) E. A. BIRGE.

UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES

The colleges and universities should not conduct a normal department preparing teachers for the elementary grades. They can not do it without a great risk of lowering the college standards. This is a field that properly belongs to the normal schools. The standards for high school teachers' certificates should remain high. We require one year of graduate work for the certificate.

(Signed) GEORGE F. BOVARD,
President.

POMONA COLLEGE, CALIFORNIA

In my opinion the preparation for teachers for the elementary grades should be left to the normal schools.

(Signed) M. E. CHURCHILL,
Secretary of Faculty.

OLIVET COLLEGE, MICHIGAN

You grant to graduates of universities or colleges certificates to teach in high school and to graduates of normal schools certificates to teach in the elementary schools. I think this is as it should be. I should be heartily opposed to the passing of any law which would obligate the department of education to grant certificates regardless of special training.

(Signed) THEODORE H. WILSON,
President.

MIAMI UNIVERSITY, OHIO

Miami University is one of the oldest colleges in the state supported by the state. The normal school and the teachers' college were added here within the last twenty years. However, they are entirely distinct parts of the institution and are adequately financed and are manned with a staff of teachers especially selected to do this particular work.

I do not believe it is feasible for an ordinary college to train elementary and high school teachers unless they have a practice school and unless they have a fully adequate force. Where an adequate amount of money is spent to do this work right, I see no objection. However, I would call attention to the fact that these two courses are the most expensive courses we offer here at Miami, and we maintain an excellent liberal arts college here.

(Signed) R. M. HUGHES,
President.

RENESSELAER POLYTECHNIC INSTITUTE, NEW YORK

Believe your present method to be the correct one.

P. C. RICKETTS,
President.

OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE

I do not think colleges should train teachers for elementary schools. Leave that for the normal schools.

J. W. CANTWELL,
President.

NEW HAMPSHIRE COLLEGE, NEW HAMPSHIRE

In my judgment where normal schools are established colleges and universities should not conduct a normal department preparing teachers for the elementary grades. Such a procedure would, it seems to me, involve unnecessary duplication of work and to a certain extent duplication of equipment and supplies. Furthermore, it would create jealousy and conflict which in the long run would prove exceedingly wasteful. If the normal schools are giving exclusive attention to the elementary problem they are going to be in better position to prosecute their work effectively. The same thing applies to colleges and universities having jurisdiction over the training of teachers for high school work.

(Signed) R. D. HETZEL,
President.

OHIO STATE UNIVERSITY, OHIO

We think the colleges and universities should not conduct a normal department preparing teachers for the elementary grades. We prefer that this work be done in the state and county normal schools.

(Signed) W. D. THOMPSON,
President.

OHIO WESLEYAN UNIVERSITY, OHIO

It is primarily a matter of cost and facilities—the collges have facilities better adapted to train high school teachers than elementary teachers. Do not now force them to make the work any more superficial than it is in many cases now, by compelling them to add the training of elementary teachers.

Institutions that undertake both types of work will need additional buildings, additional training school facilities, additional specialists to do differentiated types of work, all of which means a great increase in expenditure.

(Signed) A. R. MEAD,
Department of Education.

UNIVERSITY OF PENNSYLVANIA

I do not think that the colleges and universities should conduct a normal department, preparing teachers for the elementary grades. This business belongs to the normal schools. On the other hand, the normal schools should keep out of high school training.

(Signed) F. D. GRAVES,
Dean.

BROWN UNIVERSITY, RHODE ISLAND

At Brown our courses in our school of education are designed primarily for the education of high school and secondary school teachers. We have a tacit agreement with the state normal school in this city, that its courses shall be designed for teachers in the elementary grades, while our courses at the university shall be designed for those who intend to teach in secondary schools and colleges. By thus dividing the field we avoid conflict. Thus the field everywhere should be divided, in my opinion.

(Signed) W. H. P. FAUNCE,
President.

UNIVERSITY OF SOUTH DAKOTA

In my opinion, colleges and universities should not aim to prepare teachers for the elementary grades, as such work belongs distinctly to the normal schools. I should like to see the present Oregon system adopted in South Dakota.

(Signed) ROBERT C. SLAGLE,
President.

WESTERN MARYLAND COLLEGE

I do not think the colleges and universities should conduct a normal department preparing teachers for the elementary grades. College and university graduates will not teach in elementary schools. Competent high school teachers are always in demand and the comparatively few who take courses in education in college will all be needed for high school work.

(Signed) T. H. LEWIS,
President.

ST. JOHNS COLLEGE, MARYLAND

It seems to me the preparation of elementary teachers more properly belongs to normal schools. The colleges, as they give more advanced subject matter, should confine themselves to the preparation of high school teachers.

(Signed) SIDNEY S. HANDY,
Department of Education.

TRINITY UNIVERSITY, TEXAS

I do not deem it advisable for colleges to undertake a normal department for the preparation of teachers for the elementary grades. I am of the opinion that it is far better for the normal schools to do that work and at the same time have training departments with practice teaching. I do not believe that the colleges should undertake such work. In my opinion it would lower the standard of the academic school doing it.

(Signed) S. L. HORNBEACK,
President.

BOSTON UNIVERSITY, MASSACHUSETTS

I see no need of the colleges and universities conducting a normal department preparing teachers for the elementary grades, if state normal schools are adequately doing it; and even if the latter were not, it would be better to improve their work than to give it over to the colleges. The colleges are not now doing their part of the work in preparing secondary teachers so well that they can afford the time or expense of preparing elementary teachers. Leave this to the normal schools.

The field of education has suffered by lack of proper division of work, with consequent loss of time, money and of cooperation along sensible lines.

(Signed) ARTHUR H. WILDE,
Head of the Department of Education.

KANSAS STATE AGRICULTURAL COLLEGE

In my judgment no college or university in a state which maintains a normal school or normal schools should conduct a normal department. Such combination results in a variety of aims which interferes with the effective work of any of the departments. As a graduate of both normal school and college and as one who has taught in both normal schools and a college, I feel quite sure that the primary purpose of the college, so far as training teachers is concerned, should be to fit teachers for high school work; and that the college should not attempt to train elementary school teachers.

(Signed) H. L. KENT,
Acting Head of the Department of Education.

COLLEGE OF ST. TERESA, MINNESOTA

We feel that it is the specific business of the normal schools to train teachers for the grades. Also that it is the sole province of the colleges to train for high school teaching. If this arrangement were adhered to, we would have less overlapping than at present in both colleges and normal schools and we would have persons trained for the high school with the inspiration and upward reach that can not come from the person brought up solely on the normal school program.

(Signed) MARY A. MALLOY,
Dean.

PURDUE UNIVERSITY, INDIANA

There is an abundant field for the training of teachers of high school grade and this the colleges can do better than the normal schools. I believe they should confine themselves to this field.

(Signed) W. E. STONE,
President.

ST. OLAF COLLEGE, MINNESOTA

I do not think colleges should attempt to prepare teachers for the elementary schools. Efficiency can be attained only by specialization and the methods and subjects of secondary schools are so different from those of the elementary schools that a specialized training should be given for each. If a college attempts to prepare teachers for elementary schools it must compete with the normal schools, which are equipped for doing this work, and efficiency demands that duplication of efforts shall as far as possible be avoided. Minnesota has wisely, so it seems to me, adopted the plan of requiring teachers in the grades to be normal graduates and teachers in high schools to be college graduates.

(Signed) JULIUS BORAAS,
Department of Education.

GEORGE WASHINGTON UNIVERSITY, WASHINGTON, D. C.

In view of the excellent normal schools the country over, there is no reason why the colleges should invade this field.

(Signed) W. C. RUEDIGER,
Dean Teachers' College.

DENISON UNIVERSITY, OHIO

In my judgment the colleges and universities should conduct strong departments of education for the training of high school teachers, leaving to the normal schools the task of training teachers for elementary schools. A high school teacher should not only be trained in the technique of teaching, but should have a broad and special training which can be obtained best at some strong college or university which possesses the equipment and experience for the proper conduct of higher education.

(Signed) C. W. CHAMBERLAIN,
President.

LAWRENCE COLLEGE, WISCONSIN

I regard this, the training of elementary teachers, as the province of the normal school and not of the college. Few, if any, colleges have the practice school necessary to prepare elementary teachers, or can afford to employ teachers especially qualified in this work in addition to their regular college faculties.

(Signed) S. PLANTZ,
President.

ALFRED UNIVERSITY, NEW YORK

Alfred University is of the opinion that colleges and universities should confine their professional work in education to preparing teachers for high school work and in this way maintain a clear distinction between the work of normal schools, which should be limited to the training of teachers of elementary grades.

(Signed) BOOTHE C. DAVIS,
President.

RUTGERS COLLEGE AND STATE UNIVERSITY OF NEW JERSEY

In my judgment the colleges and universities should not enter upon the training of elementary teachers. This duplicates the work of the normal school and the only work which ought to be undertaken by the college and university in education is research work dealing with elementary school subjects and possibly the training of elementary supervisors.

(Signed) CHARLES H. ELLIOTT,
Professor of Education.

ELMIRA COLLEGE, NEW YORK

I do not think that the colleges and universities should conduct a normal department preparing teachers for the elementary grades, because the normal schools now specialize in preparation of teachers for elementary grades. The work is not similar and can best be done in the normal schools. The colleges should not duplicate work done effectively elsewhere. They are prepared to train for high school teaching and the normal schools are not; the normal schools are prepared to train for elementary teaching and the colleges are not.

(Signed) M. A. HARRIS,
Dean.

UNIVERSITY OF MAINE

I do not believe it is the function of a university to train teachers for the elementary grades. It seems to me that that work belongs to the normal school.

(Signed) ROBERT J. ALEY,
President.

DARTMOUTH COLLEGE, MASSACHUSETTS

I do not think that the colleges and universities should conduct a normal department, preparing teachers for the elementary grades. This is properly work for specialized normal schools.

(Signed) ERNEST M. HOPKINS.
President.

MONTANA STATE COLLEGE

I believe that the state normal schools should train teachers on the eight grades. This is the plan in Montana. The training of teachers for the grades is a special work which requires facilities for practice teaching and is best carried on in schools of 300 to 500 students.

(Signed) J. S. HAMILTON.
President.

KALAMAZOO COLLEGE, MICHIGAN

I believe that colleges and universities should devote their energies to the training of high school teachers because they (colleges and universities) are prepared for the extensive and intensive training needed for the best grade of high school work. Let the normal train the elementary teachers. The two do not go well together.

(Signed) H. L. STETSON.
President.

UNIVERSITY OF MISSOURI

I am strongly in favor of having teacher certificates specify the types of school and phases of subject matter which the holder is authorized to teach, but in the State of Missouri the law makes no provision for this differentiation.

(Signed) A. ROSS HILL,

CARLETON COLLEGE, MINNESOTA

At Carleton we have confined the work of our department of education to the training of high school teachers, and I am persuaded that this is the wise policy for colleges of our type to pursue. On the other hand, I feel equally clear that the best results are obtained when normal schools confine their efforts to the training of elementary school teachers.

(Signed) DONALD J. COWLING,
President.

MISSOURI VALLEY COLLEGE

The colleges and universities should confine themselves to the high school work. The elementary training is a normal school function. This is the distinctive sphere of the normal.

(Signed) WM. H. BLACK,
President.

URSINUS COLLEGE, PENNSYLVANIA

In states like Pennsylvania, which have extensive systems of normal schools for the training of elementary teachers, I think the colleges and universities should devote themselves to the training of secondary teachers and administration officers.

(Signed) GEORGE LESLIE OMWAKE,
President and Professor of Education.

WILSON COLLEGE, PENNSYLVANIA

The colleges and universities should not conduct a normal department preparing teachers for the elementary grades. The state normal schools very generally do this work and could do it better if they more thoroughly specialized not trying to train high school teachers from material which has not had a high school course.

(Signed) E. D. WARFIELD,
President.

MOUNT UNION COLLEGE, OHIO

What we are doing here experesses our views upon this subject; that is that we confine our work in the department of education in Mount Union College to the preparation of high school teachers. We believe, by giving emphasis to this particular line of work we are doing a greater service to the public schools than if we should scatter our energies over a wider range of training. We prefer to leave the training of elementary teachers to the strictly state normal schools.

(Signed) J. B. BOWMAN.

RIPON COLLEGE, RIPON, WISCONSIN

In my opinion, the colleges and universities should not conduct a normay department, preparing teachers for the elementary grades. This is distinctively the work of the normal schools. The college and university departments should prepare students as teachers in the high schools.

(Signed) W. H. BARBER,
Dean.

MIDDLEBURY COLLEGE, VERMONT

It has been understood in Vermont, in common with many Eastern States, that the training secured in State normal schools was sufficient only to qualify teachers for appointments in elementary school positions, while appointments to secondary school positions have been made almost universally from graduates of colleges, and it is universally conceded that not only should teachers in secondary schools be graduates of colleges, but should have had in college some special training in pedagogy preparatory to their professional career. I think it would be indeed unfortunate if a state should depart from principles which are so generally accepted and which are based on such obviously distinct needs.

(Signed) EDWARD D. COLLINS,
Acting President.

UNIVERSITY OF ILLINOIS

I can speak only for the State of Illinois. The number of teachers who are needed for the high school is so large that if this university devotes its full attention to the training of high school teachers, it can not hope to create an oversupply.

ILLINOIS COLLEGE

I believe it would be a mistake for the colleges generally to conduct normal departments.

(Signed) C. H. RAMMELKAUB.

ILLINOIS WOMAN'S COLLEGE

I do not think colleges are equipped to give practice teaching in the grades. Standard colleges do not now have academies attached, and I do not see where they could find the elementary classes for practice teaching.

(Signed) JOSEPH R. HARKER,
President.

THE WESTERN COLLEGE FOR WOMEN, OHIO

I think colleges and universities should not conduct a normal department. (1) If persons who want to be elementary teachers get in touch with a college, some members of the faculty will always try to persuade them to abandon their purpose and desert the elementary schools. We need trained teachers in our elementary schools. (2) A strong normal department tends to weaken college standards.

(Signed) W. W. BOYD,
President.

KENYON COLLEGE, OHIO

Normal preparation for grade teachers is not in our judgment a proper task for colleges and universities but should be entrusted to state maintained normal schools. College standards of admission and instruction are not suited to prepare for grade teaching. A proper college standard of admission would necessarily exclude most persons who seek preparation for grade teaching.

(Signed) WILLIAM F. PEIRCE,
President.

OTTERBEIN UNIVERSITY, OHIO

We do not believe in the colleges and universities conducting a normal department, preparing teachers for the elementary grades. The work demands different types of institutions.

(Signed) W. G. CLIPPINGER,
President.

ILLINOIS WESLEYAN UNIVERSITY, BLOOMINGTON, ILLINOIS

I think your law is a very good one. I believe that the department of education of a standard university or college should confine its work to that of training teachers for high schools only, and the normal schools should confine their work to training teachers for elementary schools.

I am sure that this defining of the work for each class of school is very helpful. I wish that we could so define the work in the State of Illinois. Too many of our normal schools here are trying to train teachers for the high school and yet they can not do it properly. I believe that the colleges of the state and universities will have to take up the work seriously in training teachers for high schools. I do not believe that training for elementary teachers and for high school teachers can be carried on in the same classes or by the same teachers successfully.

(Signed) THEODORE KEMP,
President.

JAMES MILLIKIN UNIVERSITY, ILLINOIS

I doubt very much whether colleges and universities should spend much time in preparing teachers for the elementary classes especially

because of the fact that they are generally not offering courses that would give the review and specific elementary methods which fit for the grades.

(Signed) A. R. TAYLOR,
President.

HANOVER COLLEGE, INDIANA

I do not think it within the province of a collge or university to usurp the proper function of a normal school. I do not think that they can do so successfully, either from the standpoint of teacher training or of college administration. On the other hand, I think that the college, through its department of education, can train high school teachers more successfully than can be done in the normal schools.

(Signed) W. A. MILLIS,
President.

We have received also a large number of letters from State Superintendents of Public Instruction endorsing the principle of the Oregon certificate law. Of these, we publish two from the West, two from the Middle West, two from the South, and two from the far East.

STATE DEPARTMENT OF EDUCATION, OLYMPIA, WASHINGTON

Our state believes that the Normal Schools are best qualified to train for elementary grades, and that the State Colleges or State Universities are best suited to train for high school purposes. In 1915 we made the requirement that graduates of colleges must have twelve hours' credit in education before they could secure a certificate.

(Signed) JOSEPHINE CORLISS PRESTON,
Superintendent.

DEPARTMENT OF EDUCATION, BOISE, IDAHO

I personally have felt for some time that graduates of universities or colleges without special training for elementary school work should be permitted to teach in high schools only of our public school system. Graduates of our normal schools who have not had higher education than that afforded by the normal schools should in no wise be permitted to teach in our high schools, but only in elementary schools. I am heartily in accord with your idea and I do believe that teachers should be trained specifically for the type or grade of work which they are doing .

(Signed) ETHEL E. REDFIELD,
Superintendent of Public Instruction.

DEPARTMENT OF EDUCATION, AUGUSTA, MAINE

You are exactly right when you call for specific preparation for teaching. The old idea that knowledge alone is essential and that those who have the knowledge will find a way has long since proven a fallacy. If we discard the idea of special training for teaching we discard the foundation of the profession; even normal school graduates with two years' work above the high school and the method work make better teachers than the graduates of four-year colleges without the professional end of their education being developed. I have had considerable experience with this, as you may know, not only as city superintendent, but as normal school president, a college man, and state superintendent of schools of two states.

(Signed) AUGUSTUS THOMAS,
Superintendent.

MASSACHUSETTS BOARD OF EDUCATION

It is my personal opinion that the position taken by Oregon that professional training is distinctly required, particularly for the elementary schools, is justified as being absolutely in the interests of the youth of the state. Surely, it has long since been demonstrated that teaching requires as careful and specialized training as is needed for any other profession.

In the interests of the development of public education throughout the nation, I certainly hope that Oregon will not recede from the position which it has taken.

(Signed) PAYSON SMITH,
Commissioner of Education

DEPARTMENT OF EDUCATION, TALLAHASSEE, FLORIDA

In my opinion, your law, as it now stands, granting to graduates of standard colleges, certificates to teach in high schools only, and granting to graduates of standard normal schools, certificates to teach in the elementary grades but not in the high schools, is exactly on the right line. Strenuous efforts have been made in this state to require that college graduates, particularly those graduating from our own institutions, be granted certificates to teach any and all subjects and grades, regardless of their educational qualifications. So far, I have been able by hard and continuous work to prevent this in a great measure, but the effort to accomplish this is still going on.

The schools not only in this state, but in other states in which I have investigated the subject, show a lamentable deficiency in teaching the rudiments of education, much of this is due to the certification of the teachers, qualified perhaps in the higher branches, but wholly unfit to teach in the grades. Too much care can not be exercised in the selection and certification of the grade teacher. Unless the grade teacher is thorough, the beginning of the education of the child is a failure, and the end is bound to be a failure.

(Signed) W. N. SHEATS,
State Superintendent.

DEPARTMENT OF EDUCATION, MISSISSIPPI

Our system is far from perfect. It seems that the arrangement you have is more nearly perfect than ours. Certainly, we need special preparation for the teaching of special grades or subjects. Many college graduates know little or nothing about the needs of the elementary grades.

(Signed) W. F. BOND.

DEPARTMENT OF EDUCATION, ST. PAUL, MINNESOTA

We are practically on the same basis as you are, inasmuch as we make quite a sharp distinction between elementary certificates and certificates issued upon college diplomas for high school teaching. College graduates could not get a certificate to teach in the elementary grades without professional training for elementary work. Graduates from the advanced course of a standard normal school get certificates valid in elementary grades, but not valid for high school teaching. It seems to me that it is vital and essential to maintain this distinction and to certificate teachers for the particular kind of work for which they have been trained.

(Signed) C. G. SCHULTZ,
Superintendent of Education.

DEPARTMENT OF EDUCATION, IOWA

We think your plan of granting certificates to graduates of standard normal schools to teach in elementary grades only is right. While we are not practicing it in Iowa, we have been of the opinion for some time that certificates should show the particular departments in which the holders thereof are especially prepared to teach.

(Signed) A. M. DEYOE

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